**K-5 Math Lesson Plan**

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| **Teacher:**  **Rochelle** | | | **Grade: 3rd** | | | **Date(s)**: Unit Three day 1 |
| **Unit Title:**  Understanding Multiplication and Division | | | | **Corresponding Unit Task:** Unit 3 Task 1 | | |
| * **Essential Question(s):** How are multiplication and division related? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Animal fact sheets  Zoo books to share  Large Hundred chart  White board | | **Student:**  Hundred chart  Colored pencils  Counters  White boards  White board markers | | | Multiplication  factor | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  x 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 3.OA.1  *Interpret products of whole numbers* | | | | | |
| **I Can Statement(s**): I can use repeated addition to help me solve multiplication problems. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Introduce the feeding schedule at the zoo to the class. How can you help the zookeeper determine how much food each animal needs? | | | | | |
| **Teacher Directed:**  Teacher displays pictures of Bengal tigers and facts about feeding. Teacher reads the information and calls on students for discussion and prior knowledge about tigers. Teacher models the amount of food each tiger eats in a week (12 pounds). On white boards students draw 6 circles to represent the 6 days that tigers each. Students count out 12 “counters” to represent the 12 pounds of meat each tiger eats. Students use trial and error to find how much food a tiger eats each day to equal 12 pounds. Students share finding with class. Teacher models answer as repeated addition by adding 2+2+2+2+2+2=12. Using the information about the tiger, teacher asks students to use repeated addition to find how much food a tiger would eat in 12 days, then 18 days. Teacher will have more counters available for students who need them. | | | | | |
| **Guided Practice:** Teacher will give each student a hundred chart. Teacher will model skip counting on a hundred chart while students follow along on their hundred chart. Teacher will call on students to “lead” skip counting beginning with different numbers. | | | | | |
| **Independent Practice:** Students will use colored pencils to color different patterns in skip counting by using the following list: 2’s yellow, 3’s light green, 4’s light blue, 5’s orange, 10’s purple | | | | | |
| **Closing/Summarizing Strategy:** Explain how skip counting is a form of multiplication and that multiplication is “fast counting”. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Give the students new scenario (i.e. suppose the Science Center lost an animal from each group or gained an animal for each group. How would your amounts change?   Have the students think of another type of animal that the center might have and figure out how much food that group would need | | | * Use smaller numbers * Give examples of one strategy for each animal   Fill in some of the information on the Inventory sheet-suggested answers-intervention | | | * Use picture cards to help with vocabulary (i.e. food, animals, habitat) * Highlight important information from the Animal Fact Sheet to support reading * Teacher read aloud   Partner read |
| **Assessment(s):**  5-1 Envision math page 108-109 textbook  Envision math teacher workbook pages 34-35 | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |